Facilitator's Toolkit

Energizers and Ice-breakers

Energizers and ice-breakers are an important facilitation tool. They can help raise energy, give participants a chance to get to know each other better, and build a team atmosphere. Some of the Alternative Activities in the *Roadmap* could also be used as energizers, and there are additional teambuilding activities listed in the *Roadmap* Appendix on pages 171-176. The following are a few additional energizers that can be used:

Dance Circle

- **Set Up:** You'll need a large, open area and a music player of some kind, as well as fun, appropriate music. Participants should stand in a circle.
- **How to Play:** Dance music is turned on and one person starts by doing an easy movement to the music. The movement can be as simple as nodding in rhythm. Everyone else in the circle follows their lead and starts doing the movement as well. After about 10 seconds, the person standing next to them in the circle (choose beforehand which way the dance will move around the circle) starts a new movement for everyone to do. This continues around the circle until everyone has created a movement. You may want to spread your facilitators out in the circle with several participants between each of them to ensure that the energy keeps moving.

Yes, Let's!

- **Set Up:** You'll need a large, open area.
- **How to Play:** Participants all stand in an open area. Any participant calls out a suggestion for an activity to do (e.g. "Let's play basketball!"). Everyone else responds with a loud, "Yes, let's!" and starts to mime doing the activity. After miming this for a short time, someone else can suggest an activity in the same way with the same loud response. Since there isn't a specific order of participation, most likely not all participants will have a chance to suggest an activity, and facilitators should be ready to jump in with a suggestion in case one mime starts to drag on too long without another participant suggestion.

Categories

- **Set Up:** An open area would be preferable. Participants should sit or stand in a circle.
- **How to Play:** A one-two rhythm is established. This can be done with a clap-snap or slap (on the legs)-clap. Once the rhythm is established, one person says in rhythm, "I am thinking of _____," naming a category (e.g. fruit, sports, U.S. capitals). The naming of the category doesn't need to fit into one beat. On the next beat, the person next to them names something from that category, and it goes around the circle until everyone has named something in that category.

  Here's an example of how the rhythm would go:

  (Slap) (Clap)

  "I-am-thinking-of-fruits" (Clap)

  "Apples" (Clap)

  "Oranges" (Clap)

  "Bananas" (Clap)

The chosen category can also focus on civic engagement, using categories such as ways or reasons to be involved in my community. This would be a slightly more difficult version of the game, so you may want to have a first round using something simpler and then do a civic engagement round after that if there's time.

Mime It Down

- ⇨ **Set Up:** Participants should form a line with everyone facing the back of the person in front of them. With a large group, it may be best to split into groups of 8-10.
- ⇨ **How to Play:** Participants use mime to communicate a message down the line and are not allowed to talk at all. The first person starts with something that they have to communicate to the next person in line, usually an object of some kind (e.g. Jack-in-the-box, computer, house). They tap the person in front of them, who turns around so they're facing each other. The first person mimes what they are meant to be communicating without speaking. When the second person thinks they understand what is being communicated, they nod at the first person and turn to tap the next person in line. They then mime what they think the object is, and this continues down the line to the last person. The goal is for the object to be the same for the last person as it is for the first, but most likely it will be something entirely different. This can also be done using civic engagement concepts and unit themes.

Name Sharing

- ⇨ **Set Up:** You will need pens and paper and/or a pre-made worksheet for the questions. A noisemaker of some kind will also be needed. An open area would be nice but isn't necessary.
- ⇨ **Note:** This ice-breaker can work well both when everyone's getting to know each other and later when people are more familiar with each other. Modify the questions as necessary to fit better with how familiar participants are with each other.
- ⇨ **How to Play:** Have participants answer the following questions. They can write them down if they want (or fill out a pre-made worksheet).
    - ❑ What's your full name?
    - ❑ What's the history behind your name? Were you named after someone? Does your name have a meaning? Do you have other names?
    - ❑ Do you have any nicknames? Who gave you the nickname(s)? Who calls you by them? Do you like them?
    - ❑ Do people change your name? Does it get shortened? How do you feel about this?
    - ❑ Do you like your name? If not, what would you like to be called?
    - ❑ What do you want to be called during CE?

  Once everyone has answers ready for the questions, explain that participants will be sharing the history of their names with each other. Everyone will find a partner and have 30 seconds (or 1 minute depending on time) to share before a whistle is blown (or other noisemaker is used) and then the other partner will share. After another 30 seconds (or 1 minute), the noisemaker will be sounded twice to signify that everyone needs to find a new partner. Continue until participants have shared with everyone else in the group.

Asking the Right Question (from the Northwest Leader Corps curriculum)

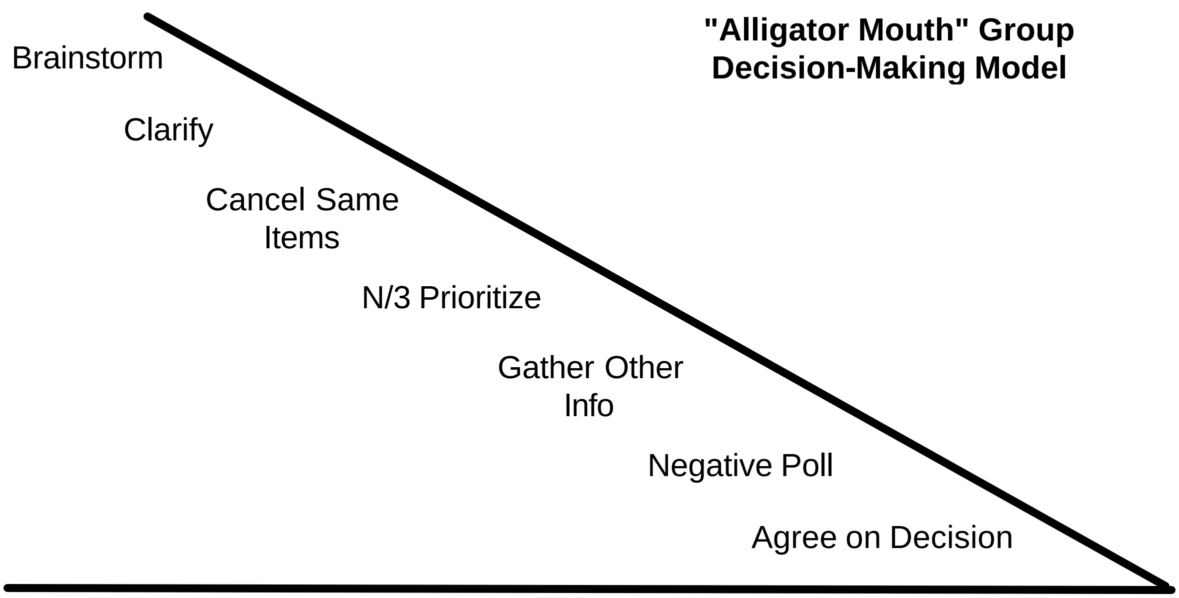
Basic Question Types

Type of Question	Description	Example
Close-Ended	Requires a one-word answer. Closes off discussion.	"Does everyone understand all of the expectations we have just listed?"
Open-Ended	Requires more than one word to answer. Stimulates discussion and thinking.	"What are some of the things you expect to get out of the CE process?"

Outcome-based Question Types

Type of Question	Description	Example
Fact Finding	Targeted at verifiable data such as who, what, where, when, how, and how much. Used to gather information about the current situation.	"How much time do you have to complete the project?" "What resources are already available in our community?"
Feeling Finding	Ask subjective information that gets at opinions, feelings, values, and beliefs. Help you understand views, beliefs and culture.	"How do you feel when you hear the opening words to the Declaration of Independence?"
Tell Me More	Help you get more information. Encourage participants to provide more details.	"Can you elaborate on that?" "Can you be more specific?" "Can you tell me more about that?"
Best/Least	Help you understand potential opportunities in the present situation. Lets you test the limits of the participants' needs and wants.	"What is the best thing about going through the CE process?"
Third-Party	Help uncover thoughts in an indirect manner. Designed to help people express sensitive issues.	"There is a concern that the group we want to work with may not trust us. Can you relate to that?"
"Magic Word"	Lets you explore people's true desires. Useful in removing temporary obstacles from a person's mind.	"If time weren't an obstacle, what service project would you want to choose?"

Group Decision-Making (from the Northwest Leader Corps curriculum)



Brainstorm

- ⇨ **Purpose:** To get the group into a creative, open space and generate as many ideas as possible in a short time frame.
- ⇨ **Guidelines:** All ideas are good ideas. Judgment and evaluation should be deferred until later.
- ⇨ **How to Set Up:** "First, we are going to generate as many ideas as possible. All ideas are equal at this stage. There are no bad ideas."

Clarify

- ⇨ **Purpose:** To make sure that all participants understand each of the ideas before they are asked to make decisions or evaluate the idea.
- ⇨ **Guidelines:** Read through each idea to make sure the participants have a shared understanding of the idea.
- ⇨ **How to Set Up:** "Please read through the list. This is the time to ask questions or get clarification on any of the ideas you are unsure about."

Cancel Same Ideas

- ⇨ **Purpose:** To make sure there is not any duplication of ideas or options.
- ⇨ **Guidelines:** If there isn't consensus to cancel out an idea, defer the conversation to later.
- ⇨ **How to Set Up:** "Are there any duplicate ideas on the list? Can we agree to only have one of them?"

Prioritize (N/3)

- ⇨ **Purpose:** To get an idea of the options the group senses are important to consider (without making a final decision).
- ⇨ **Guidelines:** Count the number of ideas first. Divide the total number of ideas by 3. The remainder is the number of choices per group member.

- ⇨ **How to Set Up:** "Let's try and see which ideas the group finds important to explore. There are twelve ideas up here. Twelve divided by three is four, so each of you will have four choices. Choose your four favorite options on the list."

Gather Other Info

- ⇨ **Purpose:** To get the information needed to help the group make their final decision.
- ⇨ **Guidelines:** Ask for criteria or other information that will help the group make an informed decision. As people share, the facilitator needs to keep the group focused on sharing information, not making rebuttals or creating conflict.
- ⇨ **How to Set Up:** "Now that we have a sense of where the energy of the group is on these ideas, is there any information someone wants to share to help us make a more informed group decision?"

Negative Poll

- ⇨ **Purpose:** To focus on the ideas that have the highest priority by eliminating those with the lowest priority or to reach a quick agreement between a few alternatives.
- ⇨ **Guidelines:** Form a question that asks anyone who disagrees to speak up.
- ⇨ **How to Set Up:** "Is anyone opposed to taking the ideas with less than three votes off the list?"

Agree on Decision

- ⇨ **Purpose:** To reach consensus on a final decision on one or a few of the options or ideas while avoiding a win/lose situation.
- ⇨ **Guidelines:** Encourage group members to work together to find a solution that works for everyone.
- ⇨ **How to Set Up:** "Is there a way to combine these ideas so that we can come to an agreement everyone is comfortable with?"

Debriefing *Roadmap* Activities (adapted from materials created by Nicole Trimble)

Much of the learning in the *Roadmap* is done through experiential methods, e.g. playing a game or doing art projects. Debriefing these experiential activities is crucial for learners to connect the experience (game, art activity, etc.) with the learning objectives. In the Appendix of the *Roadmap*, the debriefing model "What, So What, Now What" is outlined on pages 167-168. There are also additional activities to help participants reflect and debrief on pages 169-170.

The following model, called the DIGA model, is another format that can be used for debriefing. It follows learners through the five stages of learning:

Stage 1: The Experience

- ⇨ The actual game, art activity, etc.
- ⇨ The activity should produce information or understanding.

Stage 2: Describe

- ⇨ Participants describe or share their experience with the activity. This should be done by reporting observations and reactions to find out what occurred.
- ⇨ Questions could include: What happened? What were your impressions of the experience? How did you feel? What surprised you?

Stage 3: Interpret

- ⇨ Participants share their ideas and reactions to the activity. Facilitators should help participants see and evaluate any dynamics within the group that become apparent. At this stage, they should be moving from the "what" to the "why" of what occurred.
- ⇨ Questions could include: Why did that happen? What sort of patterns do you see here? How was that significant? How might it have been different?

Stage 4: Generalize

- ⇨ Participants are asked if the experience was unique or can apply in other situations. Facilitators should focus on helping participants connect what happened in the activity to real life experiences.
- ⇨ Questions could include: Where have you seen this before? What does this remind you of? What does this make you think about? What does that suggest to you about __(topic)__ in general?

Stage 5: Apply

- ⇨ Participants plan ways to use this knowledge in the future. By giving participants the opportunity not only to reflect on what they learned but to come up with ways to share and teach the lessons learned, retention of the information is increased.
- ⇨ Questions could include: What do you want to remember from this experience? How could you apply that?

Additionally, when members are going through the curriculum it may help to debrief from the perspective of how the curriculum will look when facilitating with youth. See Debriefing Each CE Unit as a Team for more information on incorporating this aspect into debriefing.

Getting Participant Feedback on the Process

Going through a feedback cycle can help create participant buy-in throughout the process. It can also give facilitators a better idea of what is working and what could use improvement. The Plus/Delta model is one method of gaining feedback from participants. It may be appropriate to revisit group agreements regarding respect given to each other before starting a feedback cycle, particularly with youth.

Plus/Delta Feedback Model

- ⇨ The Plus/Delta Feedback Model is an opportunity for participants to highlight what went well and what could be improved. On a large piece of paper, flip chart, or marker/chalkboard, draw two columns. Over one column, draw a large plus (+) sign. Over the other, create a large delta (?) symbol.
- ⇨ Explain that throughout the process, facilitators want to continually gauge what's working well for participants. To do this, each CE session will conclude with a Plus/Delta, which will give participants the opportunity to share things they really liked (the Pluses) and things they think could be changed to improve future sessions (the Deltas).
- ⇨ Ask participants to think about what went really well during this session and what could be changed to improve the next session.
- ⇨ After giving a minute or two for participants to think, ask them to share the Pluses and Deltas they came up with. Ask for clarification around each of the Pluses and Deltas as necessary.
- ⇨ Once participants are finished giving feedback, facilitators can discuss how they may be able to incorporate the Deltas into future sessions. If it's impossible to incorporate any of the Deltas into future sessions, facilitators can take the opportunity to explain why.